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JOURNAL OF EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Editorials

Intolerance the Pest of Humanity

THE present civic, social, and economic disturbance is the first of its kind that has jeopardized the peace and prosperity of all civilized and uncivilized people. Intolerance is the pest of humanity. American tolerance is as vital to humanity as her finance is to the world's business.

Chicago is the cradle of American tolerance, Chicago has the only group of millions of citizens of every race, color, and language, of all creeds and castes, of all industries and interests, that magnifies tolerance in everything with everybody all the time.

Chicago is America centred. One can go from any important community in the United States to Chicago in Pullman cars with every luxury of travel, and from Chicago to any important community in the United States with the same comforts, but no one can go through Chicago, go over it, under it, or around it without changing at Chicago.

This is neither incidental nor accidental. There is no other state with legislative provision that no railroad could be chartered without a terminal within the state.

In the first seven days of October I was in the schools of Chicago with an unusual background of fifty-six years of intimate acquaintance with the city and with the United States from coast to coast, and from lakes to gulf.

On October 7 I was in three high schools in Chicago among the best in the United States, each in a modern building costing millions, each with more than 5,000 students, one school named for Roger Sullivan, one for Theodore Roosevelt, and the other for an eminent Jewish Rabbi. Another day I was in the Wendell Phillips High School, whose thousands of colored students had teachers as cultured as those of any high school in America.

White House Conference

THE White House Conference which President Hoover, Secretary Wilbur, and Commissioner Cooper have created, struck its pace gloriously at the Regional Conference in Chicago, October 30 and 31. It was far above and beyond any conference or convention I have ever known.

It was so perfectly organized that the three thousand members were registered, received tickets and documents, and were escorted to their hotel assignments in fifty-five minutes. There was no delay or rush at any time for any one.

The Exhibit was more extensive, instructive, and interesting than any I have ever known, and it was in place and being inspected and enjoyed before the registration of the delegates was completed.

Dr. Charles H. Judd, who presided, modestly and marvelously, said the White House Conference would welcome every one who has a revelation, discovery, or creation of anything that he thinks is vital to the science of education, and of importance in the development of civilization through the education of any one and every one from birth to death, by any one and every one who is responsible in the home, the church, the school, and society.

What Dr. Judd said, as he said it, when he said it, signifies more than any address to which I have ever listened.

Without a suspicion of criticism of any tradition or prejudice he lifted his audience into the spirit of the civilization that has been created by the birth throes of the world crisis through which we have passed.

There are administrative achievements and scientific attainments in education recently that are a glorious evolution made necessary by the revolutions of nature and human nature.

The New Efficiency

CHICAGO'S entertainment of the White House Conference, October 30 and 31, was a notable demonstration of the fact that everything has changed in the last two years. It has also revealed the city's leadership in the new civilization.

There is no language to contrast the efficiency in preparing for this meeting in the Palmer House, with its vast exhibit, its various meetings, the feeding of thousands of attendants, and the highest efficiency at any previous meeting anywhere at any time.

The improvement was due to the realization of the difference in the efficiency demanded today above that of two years ago.

There is nothing that can be done by anybody today that does not require a degree of efficiency in speed and perfection that was not known four years ago.

Chicago has been forced to appreciate this by various experiences. There was a thrill of efficiency in the atmosphere of the Palmer House from 7 o'clock Friday morning to 4 o'clock Saturday afternoon that was simply glorious.

Augustine L. Rafter

DR. AUGUSTINE L. RAFTER, who recently retired automatically, continues to be one of Boston's leaders in civic and social interests.

As assistant superintendent of schools in Boston Dr. Rafter was for forty years locally and nationally a creator of highly progressive education. He was the one man who connected the activities of Charles F. King and George H. Martin with the spirit of the late Jeremiah E. Burke, Arthur L. Gould, and the Downey Brothers.

Dr. Rafter is at present sponsoring the interests of the Boston Symphony Orchestra, which was founded by Joseph F. Wagner in 1925. The Boston Transcript says it has "a characterful individuality as a non-professional organization."

Passing of John Dietrich

JOHN DIETRICH, nineteen years superintendent of Helena, Montana, who died in October, aged seventy-three, was for more than a third of a century one of my close personal and professional friends.

I knew him as superintendent of Emporia, Kansas, and was with him in Colorado Springs every year from 1890 to 1910. He was nationally recognized in those years. As the successor of Dr. Randall J. Condon at Helena, his administrative prominence was heightened.

Henry Turner Bailey

HENRY TURNER BAILEY was a most delightful professional personality. He was an inspiring leader in art instruction in New England for half a century, and his connection with the Cleveland Museum of Art for several years nationalized his activities, and he was among the really famous speakers on education.

As a citizen he distinguished himself in his home town, Scituate, Massachusetts. For six consecutive years he was moderator of the town meeting.

Two years ago Dr. Bailey returned to Scituate, living in the house which he had owned for half-a-century, and in which he had entertained with his cultured grace.

Three weeks before his death on November 27, he slipped and injured his kneecap, and he never quite recovered.

In deference to Chicago Schools *Belding's Page* and the *Book Table* have been omitted from this issue.

Sixty-Eight High Spots of
Chicago Schools

It is a rare privilege to publish in this issue these personal accounts of the achievements and attainments of teachers, children, and youth of the second largest city in the New World, and the youngest large city any world has ever known.

I have known Chicago personally and professionally for fifty-six years. There are three million more people in Chicago today than there were when I knew it at thirty years of age.

In these fifty-six years I have crossed this continent one hundred and forty times as a student of schools, and the greatest joy of my eighty-six years is the creation of this tribute to those who have made the schools of Chicago a matchless professional evolution.—A. E. WINSHIP.

THE ADVISORY COUNCIL

WILLIAM J. BOGAN, Superintendent of Schools

AN ADVISORY Council of two hundred specialists, all of whom were recognized authorities in their special field, was called at the outset of the administration of the present superintendent to confer with him and his staff on special problems confronting the schools and affecting in unusual ways society outside the schools. These specialists have met quarterly as a single body, and have met as frequently as necessary as sub-committees during the past three years. The recommendations of the fourteen committees are presented to the general committee. If the general committee approves, the superintendent puts them into effect insofar as he and his staff are able to do so.

The community good will arising from this participation has helped to make many influential citizens "public school conscious." They have gained a new conception of the work of the schools; parents understand better what work is being done with their children; and the co-operation developed between schools and communities has made easier the work of the teachers and the entire system. An intimate relationship has developed between the specialists acting as conferees and the officials of the administrative staff. The superintendent and his associates who are concerned in any particular problem which has been referred to an Advisory Council committee become automatically an integral part of that committee. This relationship brings to the specialist members a knowledge of the school situation and vice-versa. This integration enables the school members of the committee to aid the superintendent in giving administrative effect to the common findings and judgment of the committee.

The fundamental studies of the sub-committees reached out into broad fields of science, technology, and social service that called for experts recognized as authorities in such subjects.

On purely professional studies, such as rules and regulations, professional standards and procedure, usually only members of the school system served on the committee, as in the Teachers' Section, but on other matters many outside educators were brought into conference. It was expected that as a result of this exchange of ideas the highest professional standards would be achieved. The response to the superintendent's call for advisory service was enthusiastic and genuine. Committee work has been done with a great sense of public devotion, varying from emergency calls to continuous service week in and week out over a period of years.

The most important effect of the formation of the Advisory Council has been the city-wide good will resulting from a better understanding of the difficulties that once were a source of estrangement.

THE EDUCATION CLUB

CHARLES H. JUDD, University of Chicago

In 1929 Superintendent Bogan called together for an informal dinner meeting representatives of the institutions of higher education and a number of the members of the teaching and administrative staff of the public school system of the city. He suggested that it would be profitable to hold monthly meetings of such a group for the dis-

cussion of general educational problems of the metropolitan community, and this would serve the double purpose of making the educators of the city better acquainted with one another and of co-ordinating the educational activities of various branches of the local system.

Monthly meetings have been held during the past two academic years. Superintendent Bogan has organized the programs. Meetings are usually attended by twenty-five or thirty persons. Informal discussion follows the talks. The meetings are recognized as important occasions for the development of a unified program of education.

COMMUNITY COUNCILS

EDWARD L. BURCHARD, Secretary, Advisory Council

Three years of experience in the development of his Advisory Council has proved to Superintendent Bogan that great co-operative resources may be mobilized for educational advance through effective community relations by the public school. Scientists, physicians, business executives, and the ablest men in every walk of life have come forward to help on school problems.

This has led the superintendent to make one further venture in school community relations—no less an experiment than asking the school system, as a service to education, to multiply the superintendent of schools' Advisory Council plan in all of the forty communities into which Chicago naturally divides itself. To put the plan into effect the superintendent formed an Advisory Council committee of a small group of school principals to formulate methods. This consisted of one principal, either high school or elementary, from each of the forty communities who would undertake to form an educational school community council of from five to forty leaders in each district, and had a well-equipped school central to the district.

The two years in which the councils have been functioning gives us some perspective of the vital interests take up by the councils and their results. They have been interested in civic education, in adult education, in problems of the school and of policies of local social welfare and relief, in the undernourished children, in recreational surveys, organization of dramatic groups, and in the many emergency requirements these times demand. A few examples of many types of local organization may be mentioned.

Not all of the communities, naturally and for a variety of reasons, have been able to measure up to the highest achievements of others in this important field of civic education.

Nor have the schools more than begun to explore this great field of co-operative educational experiment. Problems arise at every stage. But when concrete situations are faced solutions are usually found.

A few things have been proved. First, that thoroughly successful councils can be evolved through educational initiative, and can be guided wisely by school men with civic intelligence and co-operative skill. Secondly, that school men who thus practice community educational leadership in their nearby municipal laboratory make more inspiring and practical teachers of coming citizens.

There is another evident effect of these councils, and that is that provincial apathy, misunderstanding, even ignorant ill-will, can be changed into the positive civic assets of neighborliness and understanding as well as of sympathy and helpfulness toward the schools and their problems.

AMERICANIZATION PROGRAM

FRANCES K. WETMORE, Supervisor of Adult Education

The Americanization department has grown from four to 225 classes in the past twelve years.

In 1930 there were nearly 6,000 students in these classes ranging in age from 16 to 73 years.

The need of this education for adults is clearly demonstrated by the constant and ever growing demand for classes by the men and women of foreign birth. Possibly the necessity for work of this type was never greater than at the present time.

Americanization classes have been conducted at various places and hours to reach the largest number of adult students. Classes are held in office buildings for the men and women cleaning the buildings at night. They are held in large industries as well as in a large number of public school buildings. Classes have even been held in railroad coaches, switched in the railroad yards for the employees of the road.

We have recently formed a number of classes composed almost entirely of illiterate colored people. Groups of Chinese are asking new opportunities for acquiring our language.

PUPILS WRITE THE STORY OF CHICAGO

CATHERINE TIERNEY, Supervisor of Social Sciences

The boys and girls of the Junior High Schools are writing the story of their city, as one of their contributions to the Century of Progress Exposition to be held in 1933.

The work was undertaken to stimulate the interest of boys and girls in their city and to put this civic interest into tangible form.

Pupils gathered the material, arranged interviews, planned and made excursions, and wrote the chapters. Social science classes used the material for a semester, and offered suggestions for its improvement. Chapters were revised and re-written.

A wealth of material is being collected and used

by other pupils in the Junior High Schools. Valuable civic contacts are being made.

SURVEY OF BUILDINGS

DON C. ROGERS, Director of Research and Building Survey

The Bureau of Research and Building Survey within the educational department prepares the annual school building construction program. From $12,000,000 to $15,000,000 are expended yearly for new buildings, additions and sites in Chicago.

This bureau determines the amount and kind of educational facilities to be included within a building, and reviews the educational layout of the plans before they are approved for construction of the building by the architect.

This bureau selects all school sites after extensive studies of population trends, building permits, zoning ordinances, and cost appraisals.

KINDERGARTEN EQUIPMENT

ELLEN M. OLSON, Kindergarten Department, Chicago Normal College

Less than a year ago each kindergarten teacher in Chicago was asked to submit a list of equipment such as she would enjoy using in her work. The assembled suggestions included tools, wood, housekeeping toys, manipulative materials, textiles, blocks, and toys for active play. After classifying the materials, the requests sent in were checked against well known accepted collections such as that published by the International Association for Childhood Education.

Through the persistent interests of Miss Rose Pesta, assistant superintendent, and the appointed committee led by Mrs. Edna R. Meyers, principal of the Lewis-Champlin School, Chicago has made a worthy contribution to her children of pre-school age. The Board of Education has supported a decidedly educative venture in making it possible for the kindergarten teachers to plan and carry out significant units of work with these stimulating materials.

DEMONSTRATIONS IN READING

HELEN F. HUTTON, Dixon School

Methods of teaching reading have undergone many changes in the last few years due to scientific investigation of reading habits and skills.

The extent of this modernization as practiced in the Chicago public schools was shown in 1930 when the Dixon School was selected by the superintendent to give a series of demonstration lessons in reading in grades one to six. These lessons illustrated the practical application of a reading program developed in a lecture course given for Chicago teachers under the auspices of the University of Chicago. One afternoon a week was to be devoted to formal demonstrations, one in each of three different grades.

The undertaking aroused considerable interest among the teachers of the city; 528 teachers and principals attended on twenty demonstration days.

DEMONSTRATIONS IN HOME ECONOMICS

FRANCES L. SWAIN, Director of Household Arts

Last winter the department of home economics was given an opportunity through one of Chicago's newspapers to present its work to the public on a large scale. For three months the Sunday edition carried pictures and descriptions of the work done in the schools. Interest was thus aroused and schools were invited to stage an exhibit and an "at home" day. Committees of principals in each of five districts then selected the numbers which best portrayed the work, and evening performances were held. The development of the subject from the sixth grade through to the high and continuation schools was shown in dramatic form. Every phase was included from the correct setting of a table, dramatized by ten-year-olds, through the milk for health drills and other lessons on diet rules, budget consultations, style shows, child care demonstrations to the more finished portrayal of the work. In all cases the emphasis was on health, economy, and home helpfulness as well as individual development and satisfaction.

One unit of the home management course in the senior high schools is devoted to home nursing. The Chicago Chapter of the American Red Cross co-operates with the home economics department by furnishing a nurse who works with the teacher.

MAKING PROGRESSIVE TEACHERS

BUTLER LAUGHLIN, President, Chicago Normal College

The Chicago Normal College started its progressive leadership under the direction of Colonel Francis W. Parker—it has since that time tried to maintain a place in the advance guard of education. A teachers' college must prepare the prospective teacher to teach in society as it is now organized and must lead the way to a better education. This means that a teachers' college must be conservative and at the same time progressive. The Chicago Normal College tries to maintain this balance.

The Normal College gives all of its time to the training of teachers. It is thus possible to focus the three-year course on three very specific problems: (a) A broad general training in the problems of life in a great city; (b) the professional problems of the classroom; (c) the health of the growing child.

CRANE JUNIOR COLLEGE

J. LEONARD HANCOCK, Dean of the College

Crane College, like most junior colleges, "jes' growed." It is a part of Chicago's public school system, and until two years ago was administered as an integral part of Crane Technical High School. It was overgrown and undernourished and lopsided when a survey committee under Superintendents Bogan and Buck took it in hand in 1930. To correct its many weaknesses meant for the Board of Education a large expenditure of money and a changed point of view in administering the college. Economy was in order; the depression was on its way. Yet Chicago's Board of Education and superintendents saw the unwisdom of cutting off thousands of young people from the chance to make themselves better citizens. Fifty thousand dollars was spent in reconstructing the building; and the college was reorganized on a basis which costs 30 per cent more to run, but doubles its efficiency.

Crane College today has the confidence of the public; hundreds of qualified students have to be turned away each semester. It has the support of the Board and of the superintendent. Its administrative officers are old in teaching, but youthful in their liberalism and enthusiasm and sincerity of purpose. Chicago's has long been the world's largest junior college. Its goal is now to be the best—and it is well on its way.

VISITING TEACHER SERVICE

FLORENCE E. CLARK, Acting Supervisor, Visiting Teachers

One of the most significant developments during the past three years has been in connection with the handling of unadjusted children, who are problems to their parents, to the school, and to the community, most of them classified in legal jargon as truants and incorrigibles, the pre-delinquents. There are two special schools for the treatment of these cases.

Visiting teachers co-ordinate the services already provided. The case record of the child is a particular contribution of the visiting teacher service. As the child is transferred to units or schools within the system, the record continues and the visiting teacher, uniting agencies of the community, continues to work also. If the adjustment does not occur in the regular elementary school, and the boy or girl is sent to one of the special schools for more intensive treatment, the case record moves on, and the visiting teacher continues to make her special contribution along with the other specialists in the schools on the changed program.

If adjustment still does not occur and the child is sent to the Parental School, the visiting teacher continues to work with the home and the social agencies preparing the home to receive the child on his release. After the release the boy or girl is followed up.

A Constantly Improving Curriculum

BUREAU OF CURRICULUM, CHICAGO PUBLIC SCHOOLS

ESTON V. TUBBS, Director, Bureau of Curriculum

THE genesis of curriculum-making was the setting up in the budget, in 1925, of an appropriation of $25,000 for revising courses of study. Work committees composed of district superintendents, directors, principals, teachers, and supervisors of special subjects were appointed. The purpose was that of organizing material and writing courses of study for all the subjects taught in the schools. College and university specialists were asked to serve as advisers. After two years of collaboration, tentative mimeographed copies of courses of study were distributed for the purpose of procuring the constructive criticisms of principals and teachers.

In order that the efforts of those who had spent a great deal of time and thought upon the revision of the curriculum might not be lost, Mr. Bogan, in 1928, recommended to the board that a permanent Bureau of Curriculum be established. The personnel of the Bureau consists of director, a supervisor of science, a supervisor of languages, a supervisor of mathematics, and a supervisor of the social sciences.

During the three years of its existence thirty-seven course of study bulletins have been issued.

The service is coming to be more and more appreciated by the teachers and principals. Letters that have been received from educators from all parts of the country commenting upon our courses of study have been almost without exception commendatory. One of the cardinal points upon which the Bureau operates is that of close co-operation with the line and staff of the schools.

JOURNALISM FINDS ITS PLACE

MADELINE SEMMELMEYER, Supervisor of Languages, Bureau of Curriculum

Courses in journalism have been definitely established as part of the program in English, and have become a vital force in the education of our young people. The aim has been to provide a way whereby a student might receive credit for work in English while pursuing this special interest.

Teachers have found that journalism is one of the most effective means of teaching composition because it gives reality to written expression. The young writer must discover and record the rich assortment of news items that belong to his familiar world, and write them for waiting

readers in the hope of winning their approval. Under such stimulation his writing kindles with fresh purpose and responds to new incentives. By giving our students opportunities of this kind, we hope to reduce standardization and develop a little of that potential richness of personality in our students.

VISUAL INSTRUCTION

PAUL G. EDWARDS, Supervisor of Sciences, Bureau of Curriculum

Chicago has the largest department of visual instruction of any public school system in the world.

During the last current school year the central stereopticon slide library operated by the Board of Education circulated approximately three-fourths of million slides. In addition to this each school in the city has private slide collections ranging from 500 to 2,000 subjects, closely correlated with the course of study for each grade.

All schools are equipped with a sufficient number of stereopticons to handle the work.

In addition to the slide and stereopticon equipment, the Department of Visual Instruction has placed approximately 200 motion picture machines in school classrooms. These projectors are used in classroom teaching. Film circulation to supply these projectors amounts to one hundred subjects per day, which are furnished from the Central Film Library of about five hundred subjects. These films are strictly educational in nature. The department furnishes no films for entertainment purposes.

A recent investigation conducted by Dr. Freeman, University of Chicago, and Dr. Wood, Columbia University, indicates an average increase of twenty-four per cent. in achievement due to the use of visual material in the school. Interpreted in dollars and cents, this means a saving of approximately $8,000,000 per year in the educational budget.

BUSINESS EDUCATION

BENJAMIN J. KNAUSS, Director, Bureau of Commercial Studies

Superintendent William J. Bogan has under his supervision approximately 14,000 teachers with a student body of about 500,000 enrolled in the various elementary, senior and junior high schools.

Among the numerous courses in these schools are those pertaining to business. These are offered in 21 senior high schools, 25 junior high schools, 11 continuation schools, the Spalding and Christopher Schools for Crippled Children, the Municipal Tuberculosis Sanitarium, and the Chicago Home for Girls.

Previous to 1910 a few commercial subjects, such as bookkeeping, shorthand, and typewriting, were offered as electives to students of the four-year general course. In 1910 the Board of Education decided that the demand for business education justified the establishment of definite commercial courses.

These courses have become very popular, and about 37 per cent. of the students are enrolled.

SCIENCE AND NATURE STUDY

PAUL G. EDWARDS, Supervisor of Sciences, Bureau of Curriculum

Children in the elementary schools of Chicago no longer consider science as a subject to be pursued by long-bearded professors operating mysterious apparatus. From the first grade to the eighth they are engaged in studying experimentally such subjects and phenomena as air pressure, combustion, magnets, vitamins and bacteria. Work is carried on by bringing the actual material into the classroom. Data is accumulated and interpreted and elementary conclusions are reached by the children.

Twenty minutes per week are devoted to science in primary grades, with an increasing allotment up to 150 minutes per week in grammar grades. There is a definite sequence to the work which lays a foundation for both a knowledge of the organized material of science and the habit of solving problems by the scientific method.

THE TEACHING OF FRACTIONS

ELIZABETH S. KAINES, Supervisor of Mathematics, Bureau of Curriculum

For the past two or three years the colleges and universities in and around Chicago have engaged in educational experiments in cooperation with the Chicago public schools. During the school year 1929-1930 the Department of Education of the University of Chicago worked with representatives of the Chicago public schools on a study of the teaching of fractions. The University was represented by Professor Buswell and Miss Lenore John, the Chicago schools by the principal and two or more fifth grade teachers from each of five schools, and the supervisor of mathematics in the bureau of curriculum.

In the spring of 1929 a series of diagnostic tests was given to the fifth grades in three public schools to determine what types of error were most common in fractions. These test papers were carefully analyzed and the types of error tabulated according to each of the four processes.

At the end of each unit a diagnostic test was given, and the teachers urged to do the necessary remedial work before proceeding with the next unit. About a week elapsed between the conclusion of one unit and the beginning of the next.

The net conclusion to the study was that the presentation of material in fractions in complete units, and the use of a method involving specific preventive diagnostic and remedial procedure is worthy of wider use in classrooms.

Some Senior High Schools

HIGH SCHOOL CIVIC ASSEMBLY

BENJAMIN F. BUCK, Assistant Superintendent of Schools

FOR several years the annual high school civic assembly has been held in the Civic Opera House. The program is given by representative groups of high school students and civic leaders of the city. Two graduates of each junior high school and each senior high school are selected as outstanding examples of fine civic achievement in the school and community. The annual civic assembly represents the culmination of the year's work in civic activities. It is designed to offer the public an illustration of how the schools function in their endeavor to promote training in good citizenship.

INTERNATIONAL DRAWING EXCHANGE

WALTER G. HJERTSTEDT, Instructor, Architectural Drawing, Roosevelt High School

In March 1928 the Roosevelt Senior High School conceived the idea of exchanging drawings of a mechanical or architectural nature with the students of secondary schools, or their equivalent, in other nations of the world.

The students obtained from the State Department at Washington an official list of American consuls and ambassadors in foreign countries. Then to the four corners of the earth went forth letters to American consuls asking for their co-operation.

The school has been in direct communication with government officials, and others, in practically all countries of the world.

In order to carry out this work the drawing department has been organized with an international chairman, secretary, interpreters of foreign languages, stenographers, manager of exhibits, and good-will emissaries to foreign countries.

The International Drawing Exchange has grown to such an extent that the Board of Education deemed it advisable to enlarge this project by assigning certain countries to the various schools in Chicago and throughout Illinois and surrounding states. Recently a school in Rochester, New York, requested membership in the International Drawing Exchange. In order to carry on this movement a committee of high school teachers was organized. A constitution was drawn up by the committee for a student International Architectural and Engineering Club. Chapters are being planned for Chicago, Bombay, Glasgow, Panama, Berlin, Budapest, and Oslo. The ultimate aim of the committee is to have chapters in all the principal cities of the world.

EVENING ACCREDITED HIGH SCHOOLS

ROBERT I. WHITE, Principal, Englewood Accredited Evening High School

In Chicago there are six accredited evening high schools so placed geographically that men and women from every part of Chicago may find it convenient to attend. This is the largest number of accredited evening high schools maintained by any city. The membership is twenty thousand nine hundred sixty-seven (20,967).

We refer to these schools as accredited schools because their graduates may enter colleges and universities without examinations. These schools are members of the North Central Association of Colleges and High Schools.

Under the supervision of Dr. Charles J. Lunak, assistant superintendent of schools, the evening schools have made definite progress in giving service to the people of the city who desire further education that they may find more enjoyment in living, that they may prepare for college or that they may secure advancement in commercial life. Dr. Lunak has been ably assisted during the past year by Arthur G. Deaver as district superintendent of evening schools.

Under our present school law those under sixteen years of age are required to attend school, and therefore the age requirement for the evening school is fixed at sixteen years.

An elementary school education is a requirement for entrance. The registration fee of $5 is required of all in the accredited evening schools. The $5 is returned to the student at the close of the year if the student has been present three-fourths of the time. Therefore it is more of a deposit than registration fee and gives evidence of the definite purpose and of the sincerity of the student.

The instruction in the accredited evening high schools is in charge of regular high school teachers of Chicago. Teachers must be college or university graduates and must have certificates to teach in high schools.

SOCIAL ACTIVITIES

JOSEPHINE MACK, Dean of Girls, McKinley High School

The first objective of the West Town Advisory Council was to interest the general west-side public in a central civic assembly in co-operation with the efforts of Superintendent William J. Bogan.

The second objective was to discuss the problems connected with the training for citizenship.

In order to provide for a more healthful and beneficial use of leisure time, several agencies

offered to study and plan remedial measures.

The Y. M C. A. reorganized the time schedule of its workers and opened their club house on Sunday afternoons.

The Honor Society of McKinley High School undertook the active management of various activities, the most popular being dancing, roller-skating and dramatics.

The problem at first was to get young people to attend the socials, but in a short time they became so popular that restrictions were obliged to be made and admission was limited to high school students by ticket only.

LANGUAGE TEACHING

GEORGE A. BEERS, Principal, Marshall High School

Visual aids for the teaching of Spanish have been devised by a committee of which Albert H. Goodrich is chairman.

One of the important groups of slides is that on reading material. The first of the series consists of simple sentences used much the same as flash cards. The short time which the material is visible causes pupils to learn to read rather than to attempt to decipher the material.

Marshall pupils find grammar more interesting and easier to grasp by the use of slides.

New-type tests which have a definite time element are admirably fitted to use on slides. Written or typed on cellophone, they are quickly made, can be accurately timed in showing, and then are easily stowed away to be used at a later date.

Slides showing words, and sometimes music, are accompanied by victrola records, with excellent results.

As daylight lanterns are used the pupils can go right on with work at their seats.

PROGRESS IN PHYSICS TEACHING

COVERDALE RENNISON, Instructor in Physics, Crane Technical High School

The visitor in the physics department of Crane will notice, first of all, that here there is no lock step of education. We progress, but along several lines, and by more than one method. The new instructor coming to the department finds that this freedom from imposed routine is his greatest inspiration. He is encouraged to develop in his own way, and according to his own best judgment. This "freedom within limits" is maintained by the chairman of the department, and encouraged by the principals of the high school. And we hold this freedom to be the essential ingredient of all true progress.

The use of film slides is rapidly increasing in our department. With the beaded glass screen, clear-cut images of tests or problems may be projected *while the lights in the room are still on*, allowing the pupils to do paper work at the same time. One instructor has purchased with his own funds a camera and copying outfit for making film slides. It is hoped that projecting tests, and problems for informal solution and discussion in this way, will save a great deal of time wasted in the ordinary use of the blackboard, as well as a large amount of routine mimeograph work. The preparation of the film slides themselves should prove to be a splendid project activity for the better students.

ADJUSTING FRESHMEN

DANIEL F. O'HEARN, Principal, Englewood High School

The problem of in some way adjusting the seven hundred to a thousand freshmen who enter the Englewood High School semi-annually is met through four agencies: (1) High School counselor; (2) open house day; (3) freshmen assembly; (4) senior sponsors.

A senior high school of more than four thousand members can be a most disappointing bewildering experience after eight years in the homelike atmosphere of a neighborhood elementary school. Any efforts on the part of the high school administration to make the newcomers feel at home bring large returns in diminishing the appalling number of drop-outs and failures common in the ninth grade and in increasing the sense of civic responsibility and school loyalty.

ART IN SENIOR HIGH SCHOOLS

JOHANNA H. DONIAT, Instructor of Art, Senn High School

Every high school student takes at least 160 class periods of art. Pupils who hope to make art a profession may devote 1,600 class periods to art. As part of their regular work these students make drawings for reproduction in the school annual, whose success in great measure depends upon the quality of its art work. Special arts and architectural students are given a year of history of art.

One of the most significant departures is a class in applied design, which is a veritable laboratory for working out problems that arise in connection with staging high school plays.

The teachers of art feel keenly their responsibility to make life beautiful through the work of the students.

GIRLS' CONFERENCES

MARY E. COURTENAY, Dean of Girls, Lindblom High School

On May 15 the deans of all the senior high schools, together with two student delegates from each school, met to discuss the possibilities of an annual assembly of high school girls and to effect the necessary organization. The Chicago Woman's Club offered its unusual facilities for the first conference. A cabinet of young enthusiasts labored over the plans, and on October 24 five hundred Chicago girls from twenty-six high schools assembled in the little theatre of the Woman's Club for the opening session.

This was only an informal get-together and an opportunuity to compare notes and "swap" experiences. Luncheon offered a sociable intermission.

A group of folk dances, selections by girls' glee clubs and musical organizations, and an impressive dramatic pageant filled the afternoon hours.

GROUP MEETINGS

HARRY KEELER, Principal, Lindblom High School

A group meeting is an intimate conference on topics ranging from the application of the powder puff to the administration of justice. Universities have catalogued it "The Direct Teaching of Character."

Four times a semester girls from English classes gather in the social room; the boys in the boys' club room. Then with the leader, the dean of boys or the principal, the dean of girls or her assistant, friendly chat and informal discussions begin. Each semester a unifying theme is carefully selected to fit the needs and interests of the three groups—the beginners, the intermediate groups, and the advanced groups. Many matters vital to the happiness and development of the adolescent boy and girl are considered.

The spirit that permeates classroom and corridor, the enthusiastic reports from home and community, bear evidence to the fact that group meetings make a real contribution to cleaner and finer living in West Englewood.

ENTER "LE TEMPS"

EDNA C. DUNLAP, Instructor in French, Parker Senior High School

At Parker Senior High School the boys and girls are enthusiastic about their little weekly paper printed entirely in French. The idea of publishing such a sheet originated in the mind of one of the boys. He interested others and soon whole classes (perhaps for the first time!) were enjoying writing little "compositions" in French on all sorts of original themes. They were contributions to the infant school paper, Le Temps. There was an immediate demand for standard French newspapers and magazines which were searched through to find suitable current events, jokes, etc., for this new venture.

Our chief and only trouble is the lack of a typewriter with the correct diacritical marks. So far we use the mimeograph and depend on the reader's erudition and ingenuity to supply the marks! But in spite of this drawback the paper seems to be a success in stimulating interest in French and in furnishing an incentive for composition.

The classes pay cheerfully the two cents a copy, knowing with time the paper will be "bigger and better," and hoping the proceeds will warrant the purchase of French books published in France.

If you want motivation for French composition, here is the answer—drudgery turned into fun!

REDUCING FAILURES

FLORA E. EDDY, Instructor in History, Bowen High School

How to make it possible for each child to experience frequent successes has been the objective of the writer.

It was found that many failures for the weaker pupils were due partly to the fact that they were not called upon every day because of the size of the classes. Thus they became reticent or indolent. To remedy this, each class was divided into groups of four with a pupil of superior ability as the leader. The units of work to be covered were put on the blackboard with definite instructions. Each group worked at its own rate of speed.

Pupil teachers were kept after school so that they could get the work first themselves, thus making it a review for them when they went to their groups. They were also given drill in the kind of questions not to ask.

All pupils recited many times per day, and frequent tests showed few errors. The pupils became intensely interested.

At the close of the semester the 30 per cent. estimated failures had been reduced to 4 per cent.

TEACHING FOOD VALUES

SOPHIE THIELGARD, Principal, Foreman Junior High School

For one week a survey of luncheon choices by pupils was made. It was then that the staggering aggregate of ice cream and chocolates was noted.

An active campaign of education in food values and choices was begun under direction of the Elizabeth McCormick Memorial Fund, with the assistance of a faculty health committee.

One day, after several weeks of slogans, posters, letters, and experiments, all pupils were detained for about half-a-minute as they passed the checker's counter in the cafeteria. A girl attired in white cap and apron of the home economics department put on each tray a colored rating ticket. Not many pupils had the red ticket, reading: "You have an excellent lunch because you have milk, vegetable or fruit, or both—substantial food."

The pupils began to feel the desirability of securing a red ticket.

The development of choice of foods conducive to health is indicated by the following results: In April, 1930, 8 per cent. received red tickets. In June, 1931, 38 per cent. received them.

MILLINERY INSTRUCTION

LORETTO D. KENNEY, Instructor, Lucy L. Flower Technical High School.

At Flower High School the student is given opportunity to learn how to select, how to make and how to wear the "correct hat above all."

As a vocation millinery offers many interesting opportunities for advancement to those who have received some training in an appreciation of line, color and style in addition to a reasonable development in judgment and skill.

Costs in such a course are not high and where it is possible the student should be allowed to select and buy the required materials

HOW ASSEMBLIES ARE CONDUCTED

EWALD H. SCHULZ, Roosevelt High School

The method of conducting assemblies in use at Roosevelt Senior High School has, in the four years it has been in practice, proved very efficient and effective.

The three large assemblies, Armistice Day, Lincoln-Washington, and Memorial Day, are in charge of the Civics Club, which is aided by the music department.

The programs of other assemblies presented by the various departments are submitted to the advisers of the Student Activity Office. The speakers are chosen by the department in charge. The time allotted for each number and speech is determined, and any necessary voice training is given. A rehearsal is held. It is then that they are regulated so as not to exceed forty minutes, the time of one class period.

CHILD CARE

MARY E. FULLER, Assistant Principal, Lucy L. Flower Technical High School

At 8.30 o'clock each morning children ranging from two to four years are brought by their mothers to the Lucy L. Flower Technical High School, where under the care and direction of a teacher, a college graduate specially trained for pre-kindergarten teaching, they are guided in habits of health, personal independence, and self-control.

The senior students of the Child Care classes are scheduled in groups of two to observe and assist. The girls have five and one-half units of work in home economics before taking up the work of the Child Care class. Their preparation consists of work in foods, meal-serving, dietetics, home nursing, sewing, millinery and clothing, besides the academic work of the regular high school.

THE INFLUENCE OF ART

JANE CONDON, Lucy L. Flower Technical High School

At the Flower Technical High School girls are given an all-round training for homemaking. Not only do they learn to cook well, but how, also, to plan a well balanced meal, to shop for it efficiently, and to serve it daintily. They acquire the knowledge necessary not only for keeping a pretty face pretty (through the personal hygiene courses), but likewise for selecting the proper colors, and for making the type of hat and dress which will serve as the best possible background. They are trained not only for caring for and feeding their future families from birth; for developing in them such habits of mind and body as will result in sound health, good character and desirable citizenship, but also taught that they must surround them with the type of home environment which will best contribute to mental health and happiness.

BEAUTY HYGIENE

MAE K. CALLAHAN, Instructor in Personal Hygiene, Lucy L. Flower Technical High School

The vocational and cultural value of a course in beauty hygiene in high school was seen by Miss Dora Wells, principal of the Flower High School, the first technical high school for girls in Chicago.

In this course of personal hygiene four factors of beauty control are considered: (1) Health, (2) cleanliness, (3) skill in care of the skin, hair, and nails, and (4) critical analysis of the value and the composition of cosmetics. (By cosmetics is meant anything that is applied to the skin, hair, or nails for therapeutic, prophylactic, or aesthetic purposes.) The chemistry of cosmetics offers a fertile science field similar to household chemistry on which little or no research work has been done.

Among the Junior High Schools

A COMMUNITY HONORS ITS JUNIOR HIGH SCHOOL

ARTHUR M. NICHELSON, Principal, Hirsch Junior High School

THE Emil G. Hirsch Junior High School was the first building erected in Chicago designed for junior high school work. Three of four elementary schools had been converted into junior high schools, but none had been built for this specific purpose. The innovation in education was received with mingled feelings. The junior high idea had some friends, but many were skeptical. Even among the teachers and principals of the contributing schools there was not always a friendly feeling. A large number of parents objected strenuously to the transfer of their children from the traditional seventh and eighth grades to this "new fangled" institution. In some quarters there was a social war on against the new type of school. It was clear that our school must prove its worth.

This was the situation on the opening of the school in September, 1926. It was a beautiful building, ideally designed for junior high activities, and named after one of the really great civic leaders of Chicago, Rabbi Emil G. Hirsch.

The men and women guiding the destinies of Hirsch have had faith in the mission of the junior high school. They believed in more participation of the children in the learning process, in a richer course of study, opportunities for more self-exploration, a program that will be fair to individual differences, and a curriculum of activities that will arouse interests of pupils, develop good tastes, and in general fit boys and girls for happy living and progressive leadership. The community is now proud of its junior high school.

AN ENGLISH LABORATORY

JOHN W. BELL, Principal, Amundsen Junior High School

In the Amundsen Junior High School we are inclined to dispense largely with lectures and recitations, questions and answers, and allow the child to become absorbed in work. He reads and writes and studies and constructs, confers in committee with his fellow students, entertains or inspires his classmates with interesting stories, anecdotes, plays and poems. Children learn to use reference books and to consult source materials in the preparation of written and oral reports on interesting topics or phases of the course of study. They learn to consult the dictionary when they encounter unfamiliar words in their reading and study.

ART IN JUNIOR HIGH SCHOOLS

CLARA A. KRUSE, Supervisor of Junior High School Art

Art instruction in the junior high school is not confined to the art room alone, but is integrated in the various units of the curriculum.

In the school plays, pageants, assemblies, tableaux, puppet-shows, etc., the students utilize their knowledge of decorative arts. The students design and make effective posters, dodgers, bills, booklets, programs and invitations for the community.

RADIO AS AID TO YOUTH

G. P. DRUECK, JR., Principal, Curtis Junior High School; Chairman, Chicago Public Schools Broadcasts Over WMAQ

To-date the outstanding educational radio programs for pupils of elementary and high school grade are the Chicago Public Schools broadcasts over the Chicago Daily News Station. In these programs the educational staff of the city school system has assumed the entire responsibility for two fifteen-minute periods on each of the five school days, and the programs are broadcast by Station WMAQ, without charge or censorship. Furthermore, the station assumes the additional expense for the distribution of 3,500 copies of an eight or ten-page bulletin to 1,400 schools. Outlines, directions and references are contained in these bulletins so that the teachers and pupils may participate profitably in radio lessons.

All this is made possible through the fine public spirit of the owners of WMAQ, and especially through the support of William Hedges, president of the station, and Judith C. Waller, vice-president and station manager. Superintendent Bogan early realized the value of radio in education and entered enthusiastically into the problem of program development. This work became the special responsibility of Assistant Superintendent Rose A. Pesta.

Last semester Superintendent Bogan broadcast each week an inspirational message to all the pupils and teachers in schools with radio equipment. Nothing we have done seems to fire the imagination more than the opportunity for our superintendent to secure this personal touch with the children and teachers of all our schools.

The future of radio in education rests with the educators.

PUBLISHING HANDBOOKS

JOSEPH F. GONNELLY, District Superintendent in charge of Junior High Schools

There is a definite supervisory policy in connection with the junior high schools that involves the development and publication of handbooks covering various phases of work in the junior high school. Four handbooks have been published, two are in process, committees are at work on two, and the development of three others is projected for the near future.

A REMEDIAL PROJECT

W. J. HARROWER, Principal, Harper Junior High School

Remedial work in the Harper Junior High School was started in 1928, with a remedial teacher giving full time. Results have justified the establishment of these classes.

The organization of remedial work is in the hands of the vocational adviser. The length of time the pupil spends in the remedial class depends upon the individual pupil and the speed with which he covers the work. Pupils were retained five weeks at first, but experience has shown that some pupils require more than five weeks while others are able to master the work in less time. The ideal we now hold is mastery of the subject.

Early in our experiment remedial work was given in arithmetic, reading, grammar, spelling, and composition. For the past eighteen months the work has beeen confined to the two subjects, arithmetic and reading. The aim has been to cover fundamentals in arithmetic and train the pupils to read at their grade level.

A study was made of the results of remedial instruction after the classes had been in operation for a year and a half, and it was shown that approximately 70 per cent. of the pupils who took remedial work raised their standard above passing and retained a satisfactory grade throughout the remainder of the time they were in this school.

UNIT MASTERY OF MATHEMATICS

ELLEN GONNELLY, Instructor in Mathematics at the Parker Junior High School

The experiment in teaching mathematics by the unit plan is designed to provide for individual progress.

The unit plan involves six steps: presentation, practice exercises, tests, reteaching, retests, and extra credit material.

The plan provides material for those who quickly master the essentials. Provision is also made for repetition for the slower children. The scheme does not involve much paper marking for the teacher, and the records are easily made.

Physical Education and Safety

HEALTH COURSES FOR TEACHERS

MARY E. MURPHY, Director, Elizabeth McCormick Memorial Fund

FOR several years the Elizabeth McCormick Memorial Fund has worked co-operatively with the Chicago public schools in the field of health education. Experiments and demonstrations in health education have been carried on at the elementary and junior high school levels.

As the interest of teachers in the possibilities of health education in the schools has increased, their own desire for training to fit them more adequately to undertake the program has also been evident.

As a step in filling this need a training course for teachers in service was organized by the McCormick Fund at the request of the Board of Education, and was launched under the schools' auspices.

Keen interest is shown not only by the enrollment and regular attendance, but by the eagerness with which the teachers accept suggestions and attempt to adapt them to their own situations.

GIRLS' ATHLETIC ASSOCIATION

VERA GARDINER, Supervisor of Physical Education, Chicago Public Schools

The girls' division of the Senior High Schools Athletic Association was organized in 1925, for the purpose of promoting and directing a suitable program of athletics for girls, not only while they are members of a school but also a program of activities that will function in adult life.

All senior high schools are eligible to membership by organizing a Girls' Athletic Association in the school and by appointing a representative to the Board of Control.

Intramural competition only is sanctioned by the Association. A school letter and chevrons are the awards for which the girls are striving.

A point system is the basis for the award. The points have been standardized and are transferable from one high school to another.

The number belonging to the Association has grown from 7,000 in 1926 to 16,000 in 1931.

The girls' division of the Junior High Schools Athletic Association was organized in 1929.

The purpose, management, and organization of the units in the twenty schools belonging to the Association are the same as in the senior high schools.

A point system differing in detail from the senior high is the basis of award.

The G. A. A. in Junior High Schools has proven worthwhile and is a fast-growing organization. There are ten thousand members at present.

A SUMMER CAMP EXPERIMENT

F. L. BEALS, Supervisor of Physical Education and Military Training

A unique educational experiment was started in 1919. The Board of Education authorized the establishment of an educational training camp for boys, a camp founded on a military basis, but with educational objectives and facilities.

One of the most interesting features of the camp was a summer school, functioning on the same basis as other summer schools, meeting all the requirements and maintaining the academic standards, but with this important difference—that it should be self-sustaining. The camp in its entirety has had to be self-sustaining. The camp school has worked satisfactorily and saved the Board of Education thousands of dollars and many boys from being retarded.

Camp Roosevelt has now had thirteen successful seasons and has long since passed the experimental stage.

IMPROVING POSTURE

LENORE WOOD, Englewood High School

The department of physical education at Englewood High School is using the silhouetteograph, a camera which takes a two-tone posture picture in solid color as an aid in studying posture.

Four exposures are made of each girl—three in profile: (1) Her habitual standing posture, (2) her own "best" standing posture, (3) her posture after manual correction by a teacher, (4) a back view of her habitual standing posture to show lateral deviations.

The entire staff has learned to photograph and develop successfully. When the pictures of an entire class are finished each girl makes a tracing

of her figure to put in her notebook. General discussion and individual corrections are made. The pictures are returned and filed. These pictures are accessible only to the staff, who refer to them when giving posture ratings.

The silhouetteograph has made the girls posture-conscious. The camera, accessories, and a supply of material to make 400 pictures cost $150. Expenses for operation and maintenance the first semester amounted to $41.78.

PLAYGROUNDS

HERMAN J. FISCHER, Director, Bureau of Recreation

The Bureau of Recreation operates sixty-five year-round playgrounds with two playground instructors, one man and one woman, on each. All are adjacent to schools on school property, and are from 125 x 200 feet to 600 x 300 feet, and each is equipped with modern playground apparatus.

The grounds are open from 8.30 a.m. to 9 p.m., six days a week.

The appropriation for 1931 is $824,042. The average cost of equipping a playground is approximately $20,000.

The average attendance per ground per day is 400, and the average attendance for all grounds per month is 615,171. Of this number approximately 53 per cent. are boys, 34 per cent. girls, 10 per cent. men, and 3 per cent. women.

TRACK AND FIELD SCORING

A. H. PRITZLAFF, Director, Bureau of Physical Education

The following scheme was adopted for the junior high schools in order to give a large number of boys a chance to score:—

Five events were chosen for the competition, namely: 50-yard dash, 100-yard dash, triple broad jump, running high jump, and relay race. These events are used because they are a part of the athletic efficiency test, which every boy in the school is required to perform and be measured on as a part of regular class work. The accomplishment in each event is reduced to points. If a boy jumps five feet in height he gets 9 points, or runs the 50-yard dash in 6 seconds he gets 10 points.

Each school may enter ten boys in each event. The achievement of six boys is added together to determine the winner of the event. The school which earns the greatest number of points in all five events wins the championship. The boys who make the best performance in each event receive the ribbon.

HEALTH EDUCATION

GERALDINE ROLENCE, Englewood High School

At Englewood High School instruction in health education is given to all 1-B girls one period per week and to all other girls who have been excused from active physical education by presenting a doctor's certificate.

The silhouetteograph picture of each girl is used as a basis for correction of her posture, and also for instruction on posture.

The pedograph print is used in the talks on feet.

Classes in home nursing and in first aid are provided.

Instruction is given by a teacher of physical education and by a Red Cross nurse.

HEALTH HABITS FOR GIRLS

RUTH JEFFREY, Nicholas Senn High School

Health education in the Nicholas Senn High School is under the direction of the teachers of physical education. Our purpose is to train for the formation of health habits and to awaken and establish a health consciousness.

Always uppermost in our mind is the fact that the interest of the girls should determine to a large extent the choice of subject matter.

SWIMMING

H. R. CROOK, Supervisor of Physical Education

Swimming is a major objective in physical education.

Seventeen senior high schools and twelve junior high schools are equipped with excellent pools and locker rooms. The majority of the pools are sixty feet long and twenty-four feet wide, three feet deep on shallow end, and nine feet at the deepest point. There are three pools seventy-five feet long and forty feet wide. The program in most schools follows the standardized course worked out by the American Red Cross.

The pools are used primarily to teach swimming. The non-swimmers are taught to swim and the swimmers are taught to be at home in the water, and then to be life savers.

The experts are looked after as well as the beginners by holding two senior high school annual swimming meets and one annual junior high school swimming meet.

Thousands of boys and girls are being taught a healthful exercise and gaining a skill and a pleasure which will be a life-long benefit.

TEACHING GOLF TO MUSIC

VERA GARDINER, Supervisor of Physical Education

An interesting experiment in teaching golf to music was tried at the Herzl Junior High School.

The results demonstrated two things; first, that it is possible to teach golf to a class as well as to an individual; and, secondly, that the use of music is a great aid in acquiring a smooth, rhythmic swing.

The equipment required for each girl consisted

of a rubber mat (captain ball or baseball bases do very nicely), a rubber "tee," some soft cotton balls, and the following clubs: driver or brassie, mid-iron, mashie, and putter.

The swing was taught to a slow waltz rhythm, using the woods first and then the irons.

Hitting the soft balls was also done to music.

At the end of two months, when the class gave a demonstration, every girl had acquired a smooth, rhythmic swing, and could hit at least four out of six balls.

A class of teachers was then organized on Saturday mornings.

Many of the teachers now have classes in golf.

SCHOOL BOYS SAFETY PATROLS

A. H. PRITZLAFF, Director of Physical Education

The School Boy Safety Patrol force was organized in 1920 for the purpose of protecting the lives of the school children on their way to and from school.

The organization and instruction of the Safety Patrols are under the direct charge of the Director of Physical Education.

Rules and regulations have been established which have been accepted by the National Safety Council for use throughout the country.

At the present time there are 7,899 patrol boys in our public schools.

The chief indication of the efficiency of the School Boy Patrol in Chicago is the study of the trend line in automobile fatalities over a term of years.

Since 1915 there has been a distinct upward trend in the number of adult fatalities, mounting from 100 to 736. In the same period there has been an upward trend in child fatalities from 1915 to 1920, the time of the establishment of the School Boy Safety Patrol. Since that time the child fatality trend line has not only failed to approach or parallel the adult line, but the number has decreased. The high peak of 240 in 1922 has dropped to 150 in 1930.

The authority of the police department behind the work of the School Boy Safety Patrols gives added weight in carrying on the work successfully.

Musical Taste and Skills

The following reports by Mrs. Rose Lutiger Gannon, assistant director of music; H. Ray Staater, supervisor of vocal music in the senior and junior high schools; Oscar W. Anderson, supervisor of instrumental music; Mrs. Lillian A. Willoughby, supervisor of class piano, will be found interesting to schools everywhere.

—J. Lewis Browne, Director of Music

APPRECIATION AND CREATION

ROSE LUTIGER GANNON

THE correlation of the radio broadcast over Station WMAQ for the schools and the Chicago Symphony orchestra with the course of music appreciation in public schools have been sources of great help, and fine progress has been made.

Stimulation in part-work was brought about by having a spring festival, in which the two winning groups from each district participated.

Creative melody writing has become an interesting phase of the music work. Many classes have written charming little melodies, and find great enjoyment in being able to write music.

Class piano work is helping our sight-reading.

CHORAL MUSIC

H. RAY STAATER

Choral activities of the high schools have been developed through the yearly contests that are held throughout the system, as well as the festivals that have been given for the past four years. At the present time, in all senior high schools are to be found mixed choruses, as well as boys and girls' glee clubs.

During the past year choral clubs from the high schools have sung weekly over Station WCFL. This year the same work is being continued, and we are presenting not only choruses, but small vocal ensemble groups and solo numbers from our high school students.

This year a chorus from the senior high schools will appear with the Chicago Symphony orchestra during the Christmas holidays. The work to be presented will be under the direction of Dr. J. Lewis Browne.

INSTRUMENTAL MUSIC

OSCAR W. ANDERSON

Nine symphony orchestras find place in senior high schools. The rapid growth of instrumental music during the past five years has been outstanding, not only because of the ever increasing number of students under instruction, but also in the great improvement of the quality of work done. During the past year the number of pupils taking class instruction on the violin in the elementary

schools exceeded 1,169; 3,402 pupils received instruction on orchestra and band instruments in the junior high schools, while 7,386 received similar instruction in the senior high schools.

The biggest single factor contributing to this rapid development is the policy of holding annual contests. In addition to the regular band and orchestra contests, competitions for woodwind, brass, string ensembles and solo instruments are held annually. These contests are a great stimulus to good work.

CLASS PIANO INSTRUCTION

LILLIAN A. WILLOUGHBY

Thirty-two thousands pupils have been instructed during the past three years.

Six thousand pupils have been turned over to private teachers.

Annual Piano Day is the high spot of the class piano school year. Forty-six schools sent pupils last year. These demonstrations of acquired skill have become so popular that we expect all schools offering class piano as a subject to send pupils to the fourth annual Piano Day next spring.

Participation of the school activities in the Century of Progress Exposition, under Superintendent Bogan, will be replete with demonstrations of actual class teaching, glee club singing, massed choruses, orchestras, bands, small groups with solo work, exemplifying the entire range of the teaching of music in the Chicago schools. While preserving their own integrity for special exhibitions, the Chicago musical forces will also be enthusiastic participants in the activities of the Supervisors' National Conference; in fact, wherever they may be useful. An outstanding phase of this year's work will include a Washingtonian festival, employing a chorus, orchestra and band of surpassing artistry.

CHORAL DRAMATIZATION

BERNICE HARTLE, Music Instructor, Morgan Park High School.

The better light operas which are available for high school performance are overworked to such an extent, that the student welcomes anything that gives more opportunity for originality.

In the Morgan Park High School, during the 1929-30 term, the idea of musical drama was presented and found very satisfactory. The production made up of music dramatized around the play, "The Drums of Oude," featuring the song "The Road to Mandalay," a choral arrangement of "The Hymn to the Sun," the song cycle "Indian Love Lyrics," and many other numbers of this type, was called "From Mandalay to Piccadilly." Last year, during the 1930-31 term, the song cycle by Liza Lehmann, "In a Persian Garden," was dramatized—several choral numbers interpolated, and the whole presented in production form, as "The Court at Naishapur."

Two Experimental Schools

By EDNA R. MEYERS

TWO elementary schools, the Lewis-Champlin and the Joyce Kilmer, have recently acquired the status of experimental schools. The Lewis-Champlin began its work with a summer session for the first six grades with a special program based largely on the social studies. The Joyce Kilmer has initiated a comprehensive child-study program, in which experts in various fields are assisting. The two schools are under the direct supervision of James McDade, assistant superintendent.

At the White House Conference on Child Welfare a year ago, Superintendent Bogan called attention to the unused opportunities for experiments in education which the summer period affords.

The idea took root immediately. In the spring of 1931 a committee of his advisory council undertook seriously to help carry out Mr. Bogan's idea.

The Board of Education furnished the building, and employed the teachers. Specialists in health education and community work, in psychology, and in recreation were added.

The school opened July first, and closed for a two-weeks' vacation August 21. Two hundred children enrolled. Six groups were formed approximating the six grade levels. The children spent the entire day, from nine to three, at the school. A luncheon was followed by a rest period.

The tool subjects—the techniques of reading, arithmetic, and spelling—had their place, but there was no effort to accomplish a semester's work in these subjects. Consequently no "credit" was given, as the purpose was enrichment of experience and growth and development of the children through a highly socialized regime.

Every child received a thorough physical examination, followed by a conference with the parent with respect to the findings and recommendations of the physician.

Over six hundred visitors, many of them from various parts of the country, manifested their interest in the development of this experiment in public elementary education.

Meeting Individual Needs

THE VOCATIONAL GUIDANCE BUREAU

ANNE S. DAVIS, Director, Bureau of Vocational Guidance.

OUR program of guidance includes guidance in education as well as in vocational choice. Advisers in the schools deal with pupils both in groups and individually.

In its Central Office the guidance department collects and prepares for the use of advisers, teachers, and pupils, educational and occupational information. Through it, there are available twenty-six four to six-page leaflets on what are largely professional occupations, twenty-one studies of occupational fields, twelve trade bulletins, seven leaflets on occupational fields not so important or less fully treated than the studies, and mimeographed information on apprentice regulation in sixteen trades and on seventeen occupations.

In addition to this, there are prepared mimeographed bibliographies, book and pamphlet lists useful to advisers and teachers of occupations, information on opportunities for trade or vocational training.

Two advisers work with the handicapped young people, attempting to reach them while they are in special schools, or rather early in the regular school, to assist in the peculiarly difficult task of vocational choice and placement for this group.

Advisers are selected by examination and meet the same general requirements as do high school teachers.

ENCOURAGING THE GIFTED

MARY E. COURTENAY, Dean of Girls, Lindblom High School

At Lindblom we have no homogeneous grouping. For the last three years we have been meeting the individual difference problem by the establishment of what we call "opportunity" classes for the superior or gifted child.

We give no tests; we do not worry about I.Q.'s. Our choice is based on the recommendation of the teacher with whom the subject is being pursued in the regular class, and on the pupil's general scholastic standing and his achievement in the field of his special study. The idea that admittance to an "opportunity" class is a great honor is stressed. At the end of semester it will be found that some pupils are not up to the standard of the class. They are registered in a regular class for the next semester, their places in the "opportunity" group being filled by pupils who have done superior work in the regular classes.

The course of study followed is the same as that of the conventional courses, but in a much more intensive way and with a teaching technique adapted to the capabilities of superior pupils.

The atmosphere of these classes is splendid. The attendance is excellent; the morale unusually fine.

One might naturally think that this system of setting apart superior students would result in their becoming intolerable prigs. It does not seem so.

Tangible results justify the formation of these special classes.

But our intangible results justify these courses even more. Enrichment of life; appreciation of life; the building up of a background, rich with the dim figures of history and literature, against which the student can see in their proper proportion the figures of the present move; an intelligent enjoyment of life; an awareness, which affords one glimpses of life's elusive loveliness—these are our real aims, and perhaps, in some small measure, our accomplishment.

GUIDANCE CENTRE

LEWIS W. COLWELL, Principal, Sullivan Junior High School

The purpose of the Pupil Guidance Centre is to secure for each student complete educational adjustment and personal development; to study and prescribe treatment for those individuals who present outstanding educational, physical or social situations.

Failures and cases of poor scholarship are referred by the regular teacher to the visiting teacher, who ascertains the reasons for retardation and often makes arrangements for remedial instruction or private tutoring. The main objective is to interpret the school to the home and the home to the school or other agencies that can help.

OPPORTUNITY ROOM AT TULEY HIGH

C. E. DeBUTTS, Principal, Tuley High School

The Opportunity Room of the Tuley High School was organized to care for pupils who are late in entering high school. Some enter late on account of seeking employment and being disappointed. Some are brought to the school by truant officers. Some are irregular on account of illness, while others may be retarded in the regular classes. All such have an opportunity to make credit in one or more subjects during the semester.

These pupils become a hindrance to the work of the regular classes and are too often lost in the maze of rooms and classes of a large high school.

The opportunity room enables the pupils to remain in the one room and to have all their recitations under the same teacher. This work is in charge of a young man who had experience in a one-room country school and who adapts himself to the conditions. As one girl expresses it: "Our teacher is smarter than the other high school teachers. He can teach all the subjects, and they teach only one."

SCHOOLS FOR CRIPPLED CHILDREN

JANE A. NEIL, District Superintendent

Over a period of thirty years the Chicago public school system has provided special education for crippled children. The aim is to give every child the best physical condition it is possible for him to attain; the best education it is possible for him to assimilate; and to help him to find his place for service in the world's work.

Approximately 2,000 crippled children are enrolled in four special schools and in twelve classes in six hospitals.

Motor busses transport the children to these schools.

Children are enrolled upon the recommendations of their attending physicians and surgeons.

SILENT READING FOR DEAF

FRANK G. BRUNER, Director of Special Schools

A movement to teach language to young deaf children through silent reading was initiated in 1927. This work has become a regular feature of the primary work of the school.

The plan, originated by Miss Esther Howes in the deaf oral kindergarten, has created interest in other schools of this and other cities.

The success of the teaching is evidenced by greatly accelerated progress. Success in adapting normal methods is not entirely dependent on having a class with bright intelligence.

MOSELEY ADJUSTMENT SCHOOL

HAROLD POSTEL, Principal, Moseley School

The Moseley School for truant and delinquent boys accepts all boys who cannot be adjusted to the regular school.

The benefits of the special school are readily noticeable in a concrete way. The burden of the classroom teacher in the regular school is considerably decreased when a most troublesome boy is removed from her room; a large number of boys are saved a court experience through being corrected in the special school. Fifty-two boys returned to regular school by the Moseley School are now doing good work in their home school. Daily attendance at the special school is above 90 per cent. On October 21, 207 boys were present, 18 absent, or 92 per cent. in attendance. A record of 96 per cent. attendance has been attained for a single day, 93 per cent. for a week, and 91 per cent. for the year.

Four hundred and twenty-six boys were sent to the Moseley during the year 1930-31, only 40 were sent to Parental, so that 382 boys were saved a court experience.

Most of the boys come from poverty-stricken environments, so that much must be done for them in a material way before adjustment can be made. Clothes and food are secured by the school from various sources, and charitable work is done in many ways. The appreciation shown by the boys and the consequent improvement in attendance and behavior show the value of assisting the boys or their families.

THE MONTEFIORE SCHOOL

EDWARD H. STULLKEN, Principal

One of the latest additions to the various services offered by the Chicago Board of Education to care for boys with special needs is the work of the two new special schools for truant and problem boys. The first of these, the Montefiore School, was opened in 1929, and cares for the underprivileged and unadjusted boys of the north and west sections. The school enrolls approximately 475 boys and is designed for those who need special attention educationally and medically. The boys are from 10 to 17 years of age. Transfers are arranged through the school authorities and boys are not committed to the school by court action. It is the intention to keep boys out of court if possible. The classes in the school are small, averaging not over 25 boys per class.

The Board of Health furnishes medical and dental services, and a psychiatrist one day a week.

A full-time psychologist is assigned to the school by the Bureau of Child Study and the Board of Education. A special speech teacher works at the school correcting the speech of those with defects. Special teachers are provided for recreational work in order that the boys may be taught how to play as well as how to work.

A manual training shop, and electrical and metal shop, a reed-weaving and rug-making room, all

(Continued on Page 413)

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LET Washington, in motion pictures, come to your classrooms, tell his own story and the story of the birth of the United States.

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Films will be released January first. There are four fifteen-minute reels, available in both 16-millimeter and 35-millimeter widths.

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CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

Experience as a Character Training Agent

Last week we considered the possibility of influencing the child by helping him to draw certain conclusions from well established facts that lay within his immediate range. It was pointed out that a properly handled lesson of this sort might be full of interest and lead on to very valuable conclusions, but leaving this phase of our character training discussion, it might be well to consider the vital bearing of experience in this field. The child, like the adult, sets great store by precedent; what has always been done successfully appeals to him. He is pretty apt to follow mass pressure along a given line. He is very desirous of doing that thing which he feels has the sanction of organized society around him.

Those of you who have followed these workshop conferences know how much stress has been laid upon the necessity of affecting the child emotionally for the purpose of establishing better emotional balance. At first sight a consideration of the teachings of experiences would seem to be a didactic proposition, in reality it is not, since the child or the adult invariably moves with the mass pressure because of certain emotional values involved, and not because of any reasoned out plan. If it is customary to be good, the average child will remain good, seeking recompense largely through the emotional reaction that proceeds from the doing of the thing which is accepted to be good and right. Fear of loss operates, also, as a powerful means of keeping the average person within bounds.

In considering, therefore, the character training values involved in the teachings of experience, we are not only bringing the intellect to bear upon our problem, but we are also inducing emotional attitudes which are very important. If, for instance, the teacher wishes to consider the ideas that cluster around the word "honor" what a wealth of illustrative material opens up before her on the pages of history! With very little effort she can show the child that everywhere, in all times and under all circumstances, the man who keeps his word has been looked upon as a superior being in whom one may safely place his trust. From the accumulated experiences of history the child will inevitably draw the conclusion that faith-keeping is a quality that is distinctive, that is commendable, that the world loves, that will bring him honor and prepare the way for success in life, and in like manner he will be impressed with the disastrous consequences that follow inevitably the breaking of one's word and the telling of lies, the untrustworthiness of that man who cannot be relied upon.

Here is a story in fable form which bears upon what has been said. After reading it, question the children along these two lines: Is it reasonable to assume that father or mother is in a better position to guide one than one's own feelings in a matter? Is that boy a sensible boy who mounts upon the shoulders of his father in order that he may see a little farther along the road that leads to success and peace?

Just what are some of the important words of advice that fathers and mothers constantly give to children? Are these words of advice the words of countless other fathers and mothers who lived through preceding ages?

THE WELL OF THE SEVEN WONDERS.

From The Egan Monthly Service in Character Training. Copyright.

(Being true to the wise experiences of others.)

The student of chemistry was badly discouraged. Fifteen times he had mixed his ingredients and fifteen times placed them over the fire only to find that the hoped-for result had not come to pass. At last he went to his professor and confessed his failure.

"My son," said the kindly old man, "Did you find out beforehand what others had done in your field?"

"No!" said the youth. "I wished to perform an original experiment; I wished to get my own results all by myself so I would have no one else to thank for them."

The professor smiled. "Listen!" he said. "A giant and a dwarf once went traveling together. Theirs was a hard and stony road, leading on through a desert where no birds sang. The giant led the way, of course, not only because of his greater strength and length of legs, but because, due to the height of his eyes, he could see much farther. Towards evening, however, the giant stopped and waited for the dwarf to catch up with him.

"'Brother dwarf,' he said, 'I am about done. I am very thirsty. My throat is like a piece of dry leather. In fact, I am about ready to drop in my tracks. I had hoped by this hour to come upon the Well of the Seven Wonders. What shall we do? If we press on we shall undoubtedly be lost in the gathering darkness; if we stay here we shall suffer terribly from thirst.'

"'Brother giant,' said the dwarf, 'Being lost in this desert is no joke. I thought you knew the way out, but behold, you have failed me at this critical moment. Still, there is hope. Hold down your hands so that I may climb from them to your hips and from your hips to your shoulders. Perhaps when I add my height to yours I may be able to see farther than you.'"

The professor paused. "Do you get the point?" he asked.

"Perfectly!" said the young man. "When the dwarf had mounted on the shoulders of the giant he saw, in the distance, what the other could not possibly have seen—the tops of the palms waving over the Well of the Seven Wonders."

"Exactly! Exactly!" laughed the professor. "Wise is the young fellow who can mount on the shoulders of the experiences of his elders and thus gain a wider and more useful outlook on life."

TEACHERS, GRADE 4-8 INCLUSIVE

If you are interested in the latest development in Character Education work the current issue of Mr. Egan's Monthly Service will be sent to you free of charge. Send a card with stamped self-addressed envelope to Journal of Education, 6 Beacon Street, Boston

THE MONTEFIORE SCHOOL

(Continued from Page 410)

supplemented by work in mechanical and free-hand drawing, interest boys to work with hands and machines. A science room, a library, a music and dramatic room, and a special room for particular problems furnish activities in addition to the work done in the academic classrooms. Books for the library are furnished in part by the public library. A shower and bathroom, with a matron in charge, makes it possible to bathe four or five boys every 30 minutes of the day. In addition to a small gymnasium, a game room has been installed and has much the atmosphere of a boys' club.

The work of the Juvenile Court has been materially reduced since the opening of the school, and there is now no list of truant cases waiting to be heard by the judge. These facts seem to indicate that special education and special attention will prevent truancy and delinquency.

There is a Quiet Hotel in the midst of the City that allows a

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THIS WEEK ON THE AIR

Nationwide Radio Broadcasts Selected For Their Educational Interest

On the Columbia Network

Key Station WABC

Eastern Standard Time

Monday, December 7

2.30 P. M. American School of the Air — Peter Stuyvesant (History Drama).

10.30 P. M. Toscha Seidel, Violinist, with Concert Orchestra.

Tuesday, December 8

2.30 P. M. American School of the Air — Russian Music (Geography and Music).

6.00 P. M. National Security League Broadcast Series.

7.30 P. M. Kaltenborn Edits the News.

10.00 P. M. Howard Barlow and the Columbia Symphony Orchestra.

Wednesday, December 9

2.30 P. M. American School of the Air—Russlan and Ludmilla (Literature Drama).

6.00 P. M. "Bill Schudt's Going to Press."

10.30 P. M. Columbia Concerts Corporation Program.

Thursday, December 10

2.30 P. M. American School of the Air—Indian Legends (Intermediate Music).

7.30 P M. Kaltenborn Edits the News.

8.45 P. M. Angelo Patri, "Your Child."

Friday, December 11

2.30 P. M. American School of the Air — Civil Service by Governor Campbell, President Civil Service Commission.

3.45 P. M. Columbia Educational Features.

4.45 P. M. Curtis Institute of Music Program.

Saturday, December 12

10.00 A. M. Jewish Art Program.

11.00 A. M. New York Philharmonic Symphony, Children and Young People's Concert—Ernest Schelling, Conductor.

12.45 P. M. Wingate Athletic Broadcast.

7.00 P. M. The Political Situation in Washington Tonight — Frederic William Wile.

10.00 P. M. National Radio Forum from Washington, D. C.

On the National Network

Key Stations WEAF and WJZ

Eastern Standard Time

Monday, December 7

9.45 A. M. Our Daily Food (WEAF).

10.00 A. M. U. S. Navy Band (WJZ).

2.00 P. M. Health Talks (WEAF).

2.30 P. M. Current Events, by Blake Ozias (WJZ).

3.00 P. M. U. S. Marine Band (WJZ).

4.00 P. M. Be Emily Posted, Mrs. Emily Post (WJZ).

4.00 P. M. National Music League Program, Recital groups for schools (WEAF).

6.45 P. M. Topics in Brief, Lowell Thomas (WJZ).

8.00 P. M. Dramatic Sketches, events in American history (WEAF).

8.30 P. M. Death Valley Days (WJZ).

9.30 P. M. Parade of the States, Erno Rapee's orchestra (WEAF),

Tuesday, December 8

9.00 A. M. Morning Glee Club, directed by Keith McLeod (WEAF).

10.00 A. M. High School Band and Orchestra (WJZ).

2.30 P. M. Robert Louis Stevenson, celebration of R. L. Stevenson's birthday, talk by Hendrik de Leeuw (WJZ).

3.00 P. M. Music in the Air (WJZ).

4.00 P. M. Magic of Speech, Vida R. Sutton (WEAF).

4.30 P. M. Spotlights in Drama and Literature, by Montrose J. Moses (WJZ).

7.45 P. M. Back of the News, William Hard (WJZ).

Wednesday, December 9

9.00 A. M. Morning Glee Club (WEAF).

3.15 P. M. International Current Events, Edwin A. Falk.

4.30 P. M. Eastman School Chamber Music String Quartette (WJZ).

9.00 P. M. Chicago Little Symphony, led by George Dasch (WEAF).

10.00 P. M. Rochester Civic Orchestra, directed by Guy Fraser Harrison (WJZ).

Thursday, December 10

9.00 A. M. Morning Glee Club (WEAF).

2.45 P. M. Vocational Guidance Series, Professor Howard R. Driggs (WEAF).

3.15 P. M. Talk from London, Lowes Dickinson of Cambridge (WJZ).

4.15 P. M. U. S. Navy Band (WJZ).

5.00 P. M. The Jungle Man, Carveth Wells (WEAF).

6.30 P. M. The World Today, by James G. McDonald, (WEAF).

7.45 P. M. Famous Fallacies of Business, by Merle Thorpe (WJZ).

8.00 P. M. Dixie Spirituals, from Richmond, Virginia (WJZ).

9.00 P. M. Arco Dramatic Musicale (WEAF).

Friday, December 11

9.00 A. M. Melodic Gems, directed by George Dilworth (WEAF).

11.00 A. M. NBC Music Appreciation Hour (WEAF and WJZ).

2.00 P. M. U. S. Army Band (WEAF).

2.30 P. M. Preserving the Grizzlies of Alaska, talks by John M. Holzworth (WJZ).

2.45 P. M. Mormon Tabernacle Choir (WJZ).

4.15 P. M. Radio Guild, "School for Scandal," Sheridan (WJZ).

10.00 P. M. Silver Flute, tales of a wandering gypsy (WEAF).

Saturday, December 12

9.00 A. M. Le Trio Charmante (WEAF).

7.15 P. M. Laws That Safeguard Society, Dean Gleason L. Archer (WEAF).

8.00 P. M. Danger Fighters, stories of the struggle to perfect various foods (WJZ).

8.00 P. M. Civic Service Concert Program from Chicago (WEAF).

8.15 P. M. Economics and Psychology (WEAF).

8.30 P. M. National Advisory Council on Radio in Education, Jacob H. Hollander and John E. Anderson (from Washington and Chicago) (WEAF).

9.00 P. M. Chicago Civic Opera (WJZ).

NEWS OF EDUCATION

Teacher's Pay Low, Wide Survey Shows

Majority in Nation Receiving Less Than Average Income of Other Wage Earners; Gradual Rise Is Noted

WASHINGTON. — A majority of teachers in city school systems through the United States receive salaries lower than the average annual income of all gainfully employed persons, despite the fact that educational salaries have risen during the last two years, according to a survey conducted by the National Education Association, as one of its research projects.

Salary figures for the academic year of 1930-31 were obtained by the association from 1,632 cities with populations of 2,500 persons or more.

Of the 301,000 teachers employed in the cities reporting their educational disbursements for salaries, more than 164,000 or 54 per cent. of the total, received less than $2,000 annually, the approximate average income of all gainfully occupied persons in the United States.

The best showing was made by cities of more than 100,000 in population, where only 34 per cent. of the elementary, kindergarten, part-time and junior and senior high school teachers were paid less than the average national income. But the percentages rose rapidly in the smaller cities. Thus in cities of between 30,000 and 100,000 persons in population, the majority of teachers, 69 per cent., were listed as receiving less than $2,000 a year. For still smaller centres the percentages of teachers in that category were as follows: In cities of population between 10,000 and 30,000, 84 per cent.; centres of 5,000 to 10,000 in population, 89 per cent., and those of 2,500 to 5,000 in population, 94 per cent.

A study of the median salaries in 1,040 cities which reported educational outlays for teacher remuneration both in 1928-29 and in 1930-31 indicated that there had been a general increase.

Declaring that "if our classrooms are in the hands of incompetents, then we are committing intellectual suicide," J. W. Crabtree, secretary of the association, in the foreword to the report based on the salary survey, assailed efforts to reduce compensation to teachers, whom he terms "an underpaid profession."

"Recently a few thoughtless persons and some organized groups have thought it possible to relieve the economic depression by reducing the salaries of teachers," Mr. Crabtree wrote. "Economic stability and the return of prosperity will never be secured by widespread reduction in buying power through arbitrary wage cuts."

High Schools Gain In New Hampshire

CONCORD, N. H.—One of the outstanding educational developments in New Hampshire is the increased enrollment in senior high schools, according to statistics furnished by Charles W. Walker, assistant superintendent of schools in this city. With 1910 as a basis, when the senior high schools were established on a three-year basis, with two years in the junior high, six years in the elementary grades and two years in the kindergarten, the average age of entrance for each five-year period up to 1930 has increased more than 150 per cent. The figures indicate that in the last five years the senior grade has increased thirty-four per cent. and the junior high twenty-nine per cent. School officials point out that since 1925 little personal solicitation or urging has been required to induce students to remain in grammar schools long enough to obtain a diploma. The same also applies to the high school grades, in contradistinction to the years prior to 1910, when the percentage of entrance was much less than in the last two decades, and the percentage of those finishing the high school course was much lower than in recent years.

High School Uses Radio

SPRINGFIELD, Mo. — Radio is being used in the senior high school here. A loud speaker has been installed in every classroom and is controlled from a master set. School officials say every important speaker broadcasted during school hours is heard.

Conference Urges Nursery Schools

WASHINGTON. — Despite the amazement of old-fashioned parents at the way education is reaching into the childhood years, the nursery school goes marching gaily on. It is now out of the "fad" stage, in the opinion of the White House Conference on Child Health and Protection expressed in the report just published on nursery education, and represents "an effort to meet new social conditions characteristic of modern life." Among these are listed "the employment of mothers, apartment house living, small families and the relative isolation of individual children."

"Alfalfa Bill" Invites Teacher to Debate

OKLAHOMA CITY, Okla. — A Tulsa school superintendent, who has been opposing Gov. William H. (Alfalfa Bill) Murray's legislative program, has been challenged by the fiery Governor. "If I can't beat him in an examination in geometry, trigonometry, algebra, constitutional government, Roman history and United States history, I will resign as Governor," Murray said. "I challenge any one in the world to show me any improvement in mathematics since Sir Isaac Newton ran down the streets in his drawers, shouting: 'Eureka, Eureka, I've solved the binomial theorem.'" Murray was defending his free textbook bill providing for less frequent changes in texts, as an economy measure.

Aptitude Tests Gain In Favor at City College

NEW YORK.—Dr. Arthur Frank Payne, head of the personnel bureau of City College, reports that the psychological tests which in the past have been scorned by students, are now gaining in popularity to such an extent that students request additional aptitude tests after they have taken the compulsory examination upon their entering the college. The personnel bureau of the college has available twenty or more aptitude tests which are given to the students upon request. These tests include optician, music, salesmanship, teaching art, psychologist and mathemetics, as well as tests for practically all the more common professions and trades.

School Boy Wins Cake Baking Prize

LANCASTER, Pa.—A boy is the champion cake maker of the Lancaster County farm show. Charles Grebinger, fifteen, Manor Township High School boy, baked a cocoanut cake which won first prize and a chocolate cake which took second prize, defeating many housewives famed for their skill. Charles won several prizes in baking competitions last year.

CURING "BADNESS"
Pennsylvania Hospital School Reports Success

PHILADELPHIA. — "The World War either started or spread encephalitis, an inflammation of the brain called popularly 'sleeping sickness,' which, in its mildest forms, produces most serious behavior disorders," asserts Earl D. Bond, medical director of the Institute of Mental Hygiene, Pennsylvania Hospital, in a recent article. The study of these behavior problems has an importance beyond the intrinsic value to medicine, he holds.

"The disease," he continues, "affects children, and in an insidious way. It shows, in fact, the influence of physical factors in the flood of juvenile delinquency which the Wickersham Committee describes. The methods of dealing with the resulting behavior problems, moreover, are methods which can also be applied to the education of normal children and especially of exceptional children."

All over this country, and over the world, children are suddenly meeting brain injuries which show themselves to the neurologist, but often not to parents or family physicians, in "convulsions," delirium, "seeing double," slight paralysis, disturbances of breathing and of sleep. Following these first symptoms (not always by any means) come variations of disturbed behavior, shown in oversentimentality combined with fearless lying, stealing, mischief and disregard for authority and punishment.

The Pennsylvania Hospital established in 1928 a boarding school to care for twenty-five children at a time, according to Dr. Bond, and invariably when the child leaves it shows great improvement.

Urge Children Be Kept in Schools

ALBANY, N. Y.—In times like the present the classroom is the best place for boys and girls of school age, it is declared in an appeal to parents jointly issued by Governor Franklin D. Roosevelt, Isidor Jesse Straus, chairman of the New York State Temporary Emergency Relief Administration, and Dr. Frank P. Graves, State Commissioner of Education. "To permit young people to remain idle at this time, in the hope that some wage-earning opportunity will soon present itself, is most unwise," says the appeal, adding: "The door of the schoolhouse is open to them, even though the door of the office, store or factory be temporarily closed. Such an opportunity should not be neglected."

Discourage Working To Pay Tuition

KANSAS CITY, Mo.—Several colleges are discouraging students who must work to pay their tuition. The University of Oklahoma has given wide publicity to the slogan "Work First, Earn Some Money—Then Come to School." George Miskovsky, president of the Oklahoma student body, explained the slogan was adopted because "we feel students who work cannot get the most out of college when most of his or her time is taken up out of school." The school faced an unemployment problem. Out of 5,000 students enrolled, 1,000 were hunting jobs. At the University of Kansas the Men's Student Council recommended students discontinue working their way through school and said that "just because father worked his way" is no reason son should do the same.

Married Teachers Urged to Yield Jobs

DETROIT.—Married teachers in the Detroit public schools, who do not take a voluntary leave of absence as requested by the school board, may not be offered contracts next spring, board members have indicated. Of the 100 teachers whose husbands are either employed by the school board or in some other city capacity, only eighteen have voluntarily stepped aside this year, it was said. "We know married women are good teachers, but in a business depression such as we are experiencing, we believe it is an injustice for a husband and wife to draw salaries from the city at the same time," Inspector Frank A. Gorman said. Instances were cited where a man and his wife were earning $700 or $800 a month.

Favor "University Of Connecticut"

HARTFORD, Conn.—As a result of student balloting recently at the Connecticut Agricultural College at Storrs, Connecticut, the name "University of Connecticut" was overwhelmingly selected as a substitute name to be submitted to a committee appointed by the governors, which in turn will report to the Legislature which established the college.

Much Time Lost Going to Blackboards

COLUMBUS, Ohio. — Educational efficiency has cast a shadow on blackboards at Ohio State University. In a report to the English faculty Professor James E. Fullington of the university department of principles of education declared that a large amount of time was wasted by pupils in walking to and from the blackboards. Unless a means can be derived for speeding up the process, the blackboard may be barred at the university.

REVIVES HANDICRAFTS
Ohio Educator Provides Means For Learning Trades

AKRON, Ohio.—The old-fashioned craftsmen, not ordinary carpenters, but wood carvers, metal workers, and weavers, who have a pride in their handiwork, and do not grudge long hours spent over delicate and intricate pieces of work, are coming into their own in Akron.

Miss Elizabeth Mitchell, art director of the public schools, who spent much time in social centres in the East during the summer, and who realized the great need of employment for such men, is sponsor of a plan for reviving the handicrafts and finding a market for them.

With the aid of the board of education of the city, a revolving fund has been formed, by which material is provided free of charge, and a place to work has been provided in a vacant room in one of the city's school buildings. Tools and tool benches have been lent by the manual training department of the schools, and permission to use the shops and machinery in the Hower Trade School for finishing any mechanical work necessary, has been granted. As the finished products are sold some of the money will be turned back to the Board of Education to be used for further materials, thus carrying out the "revolving fund" idea.

Already a number of men and several women, otherwise unemployed, are spending their entire time at the school building, working on artistic little end tables, glove boxes, book ends, candlesticks, and other small but exquisitely wrought pieces.

Agreed On American Hero

DENVER, Colo.—A six-year-old chinese girl's idea of American national figvres is different from the usual viewpoint. George Washington was a big tongman; Abraham Lincoln was his chief flagmaker. According to the teacher of a class of Chinese youngsters there is no difference of opinion concerning the outstanding American hero. He is Charles Augustus Lindbergh.

Children of 1931 Longer in School

WASHINGTON.—The average boy or girl of 1931 receives two more years of schooling than the average boy or girl of 1914, according to data compiled recently by the Federal Office of Education. The average child today is one of a class of thirty pupils, while his father's 1910 class had thirty-four pupils. His chances of going to high school, which were but one to ten in 1900, are now 50-50. His chances of going to college, which were 1 to 33 at the turn of the century (1900), are now 1 to 6.

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Parent-Teacher Congress Condemns Baby Parades

ATLANTIC CITY, N. J.—The 67,000 members of the New Jersey Congress of Parents and Teachers will be urged to take a "most hostile" stand against baby parades and similar spectacles, it was announced here at the close of the congress's annual meeting. Other resolutions urged equal educational opportunities for children of rural and urban communities, periodic physical and psychological examinations of school children, specially trained and qualified presiding justices for juvenile courts and the elimination of all athletic contests for women and girls unless the contestants are certified as to physical condition by competent physicians, preferably women doctors.

Schizophreniacs Are Accent Poseurs

NEW YORK.—Dr. A. A. Brill, the New York psycho-analyst who raised many a temperature last summer by calling Abraham Lincoln a "schizoid-manian personality," took a fling at Americans of another type—those who affect the clipped accents of Oxford and Pall Mall. Their troubles Dr. Brill diagnosed as inferiority complexes. He came right out and called them schizophreniacs. "The Oxford accent is merely an embellishment of plain speech used by people who feel inferior," he said. "They use it to divert attention from some other defect. An analysis of the mental conditions of these people usually reveals schizophrenia, or dementia praecox, the most common form of insanity." Dr. Brill defined schizophrenia as a chronic mental disturbance, symptoms of which are tendencies to embellish speech. It is a weakened intellectual state, he said, due to impairment or total loss of thought, reason and volition.

Brooklyn Alumni Back in School

BROOKLYN, N. Y.—Even those who have been taking with a grain of salt the ubiquitous reports of the rush of American adults to the classroom in their erstwhile hours of ease must gaze open-mouthed at an account of an applied psychology course taken at night by graduate engineers in Brooklyn. Offered by the Brooklyn Polytechnic Institute to its own alumni only, without charge and without credit, the course has immediately enrolled 250 men, representing every class from 1898 to 1931. Moreover, preliminary inquiry brought out the surprising fact that the alumni of this engineering college were particularly interested in continuing their education in cultural rather than technical subjects. In the machine age, too, apparently, even the most mechanically minded turn longingly still to the Pierian spring.

Survey for Merger Of Colleges to Begin

RALEIGH, N. C.—Dr. George Alan Works of the University of Chicago has been chosen by a subcommittee of the Governor's commission on university consolidation to direct a technical survey preliminary to the merging of the University of North Carolina State College for Women into one institution to be known as the University of North Carolina. The consolidation of North Carolina's three largest state-operated institutions for higher learning was authorized by the General Assembly of 1931, which empowered the Governor to appoint a commission to work out the details.

Plan to Equalize Teachers' Salaries

VICTORIA, B. C.—A subject of great importance to Canadian education has aroused a vigorous controversy in British Columbia between Joshua Hinchcliffe, Minister of Education, and local school boards. Mr. Hinchcliffe proposes to fix the salary of every teaching position in this province according to its importance, taking local conditions, such as the cost of living, into consideration. He is appointing a committee representing school boards, city councils, teachers and the Department of Education to undertake this work in the belief that salaries at present are inequitable. He cannot see why one teacher should receive almost twice the salary of another teacher doing the same work under the same conditions, merely because one local school board feels more generous than another. As the Government pays a large part of all teachers' salaries, it is directly concerned financially. The school boards, however, protest that this is the beginning of centralized control of education and that if the scheme goes ahead, their own usefulness will cease. If every community cannot pay its teachers what it chooses, its education self-government ceases, the school boards assert.

Warns of Pursuing College "Shadows"

SCHENECTADY, N. Y. — "Distinguish between the substance and the shadows of a college education," Dr. Frank Parker Day, president of Union College, advised alumni who had returned for the annual college week-end festivities recently. Dr. Day, in his address, declared the substance of a college education to be the intellectual and moral development of the under-graduate, while the shadows are the extra-curricular activities, such as athletics, dramatic and glee clubs, and publications. He urged that greater attention be given the substance rather than the shadows of a college education.

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Look for Help in Education Survey

CHICAGO.—Whether Chicago's unpaid school-teachers will get help in solving the schools' financial problem through an education survey started here by the institute of educational research of Columbia University is being considered here. Dr. George D. Strayer, director of the institute, here to begin work on this $100,000 enterprise, said the survey would give much attention to the question of school support. He discussed the survey with Chicago principals at a meeting recently. "I don't believe the present emergency is one that is going to continue," he said, referring to the overdue pay rolls, "but I believe that it is important to investigate what we may expect in the future." The State as a whole, he said, needs to give more financial assistance to education in its largest city. Education in New York City enjoys much more significant support from the State than this city's education receives from Illinois, Dr. Strayer declared. New York State, he said, raises general funds for education from special taxes such as those on incomes and inheritances.

New Campus Centre To Stimulate Mixing

PRINCETON, N. J.—Princeton has set out to democratize further its campus life by erecting its new university centre, plans for which have just been announced after two years of study by a committee. The proposed building, to be located in the centre of the campus, would cost about $400,000. Under its roof are to be concentrated the various activities of college organizations, and there, also, undergraduates, especially those in the two lower classes, are to meet for recreation and social affairs. The centre, it is expected, will draw together men from all classes and clubs, as well as non-members of clubs. Both undergraduates and alumni, it is hoped, will go there frequently.

Study of Social Work Has a Boom

NEW YORK.—One field of education that has had good blown directly to it by the ill wind of depression is that of training for social service. The New York School of Social Work, a graduate school for professional training, has just announced that twenty-five per cent. more students have enrolled in its present fall quarter than in the fall of 1930. Men, moreover, are showing increased interest in the possibilities of the field, for there has been an increase in the number registered—seventy-nine being at present enrolled. Schools of social work, it is explained, probably owe much of their increase in students to unemployment as well as to the amount of publicity which the whole situation has been given. The field is becoming known and better understood by a wider public.

Teacher Says Girls Same as Mothers

SAN FRANCISCO. — School girls of today are no different from the girls of twenty years ago, except in their outlook, said Mrs. Elizabeth W. Howe, as she retired at seventy after teaching here for twenty-one years. "The girls of today are just as earnest, but a little more so," she said. "That's because they know more, have a wider outlook on life." Despite stores full of ready-to-wear clothes, the modern girl is just as interested in sewing as her mother, said Mrs. Howe.

School Attendance Shows Slight Drop

PHILADELPHIA.—Attendance at private schools and colleges throughout the country has fallen only three per cent. from that of a year ago, in spite of continued financial depression, according to a survey conducted by N. W. Ayer & Son., Inc., of this city. From an examination of attendance at 273 schools and colleges this year, it is found that 98,517 students are listed, as against a total capacity of 108,668, the percentage being 90.6. Colleges as a group show less falling off than do preparatory boarding schools, according to the survey, the decline among them being only 1.6 from the figure of a year ago. Schools in New England have held to the highest percentage, while the decline in enrollment seems about equally distributed among schools of all price ranges.

Grins Between Grinds

Politics

Recently a little Chicago boy came running into the kitchen and related the following tale about his playmate.

"Ma, Billy said pa was a cheap politician and I said: 'No, sir, he ain't.' Billy said I was a liar and—my tooth is in my pocket."

She Weakened

Among the jurors summoned was a woman who wished to be excused. "Well, madam, why don't you want to serve on this jury?" asked the judge. "I'm opposed to capital punishment." "But this is merely a case in which a wife is suing her husband for an accounting. It seems she gave him a thousand dollars to pay down on a handsome fur coat and he is alleged to have lost the money at poker." The woman juror spoke up promptly. "I'll serve. Maybe I'm wrong about capital punishment."

Road to Riches

An ambitious young man and one who had already amassed a million were talking things over.

"This correspondence school advertisement says that a man's financial success depends upon what he does with his evenings," the first said.

"That's absolutely correct," stated the other with authority. "I would not be wealthy today if I hadn't spent every night courting an heiress."

Exactly

"George, do you know what that A. D. stands for?" asked Mr. Jones, pointing to a cornerstone of the building bearing the date "A. D. 1924."

"Suttinly, boss, suttinly," responded the chauffeur. "Why, dat here A. D. stands for 'All Done.'"

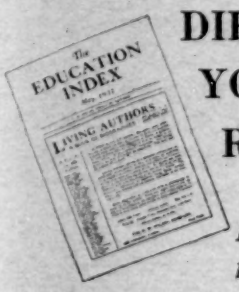
Speed

The student reporter had just submitted his editorial for the day to the editor. Leaving the editorial room, he began to reflect upon what he had written and decided to go back to change something in it.

"I have a few corrections to make on the editorial that I submitted," he told the editor.

The editor reached into the waste basket and pulled out the editorial.

"All right, but make it snappy, the wastebaskets will be emptied in five minutes."



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